

Manor CE Academy

Use of the Pupil Premium Funding

Introduction

The Pupil Premium Funding was introduced in April 2011 and is a government grant to schools and colleges to improve the achievement of a group of children who nationally, do not achieve academically in line with their peers. It is now classed as funding for 'Disadvantaged' students

For the academic year 2016/2017 the funding for Disadvantaged students has a value of £935 per eligible student identified as 'disadvantaged' due to being in receipt of free school meals (FSM) or having received free school meals in the last six years (FSM Ever 6). These pupils fall into the 'deprivation' category. There is then a higher rate of funding of £1900 per student registered on the school census as one of the following, child who is looked after (CLA), child under a residence, child arrangements or special guardianship order and finally an adopted child. The final level of funding is allocated to support the pastoral welfare of service children, which will apply to the children of parents or carers who serve as part of the Armed Forces. This is allocated at £300 per eligible student.

Funding is allocated following the January census of all students and is not received in schools until the following academic year.

Manors funding

Academic Year	Sum Allocated
2014/15	£101 000
2015/16	£106 500
2016/17	£102 850 (DfE projection)

As of the beginning of the academic year 2016/2017 the breakdown of Disadvantaged students at Manor CE Academy is as follows:

Year Group	Deprivation	CLA	Adopted	Service	Total	Percentage of cohort
7	22	0	5	0	27	11.5%
8	35	1	1	1	38	17.0%
9	25	2	4	2	33	16.03%
10	19	1	4	1	25	13.4%
11	16	2	2	3	23	12.9%
Total	117	6	16	7	146	14.2%

Disadvantaged students are identified, from a funding perspective, on an annual basis. The government do not specify exactly how the money should be used but the clear expectation is that all money spent should be allocated to closing the gap on academic achievement between disadvantaged and non-disadvantaged students. As an Academy Manor aims to ensure that every student is equipped and able to achieve their potential. The strategies employed throughout Manor, to allow this to happen, are carefully considered and are in line with the needs of individual students and the context of the Academy.

44 of the current 146 (30.1%) Disadvantaged students are also on our Special Educational Need (SEN) register. As an Academy we recognise that no single strategy or intervention will work for

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every student and therefore we use a whole range of approaches to tailor our support for each individual child.

Disadvantaged students are tracked at a National level but a range of internal systems are used to allow us to monitor and support the progress of these students. By regular monitoring of the students by all staff we are able to ensure intervention strategies are used as and when necessary within the classroom context and across the whole Academy. Directors of Learning and classroom practitioners are all aware of whom the pupil premium students are so that they can track them within their classrooms and departments and are then able to ensure that underachievement is recognised early and interventions can be deployed when needed.

Overall Strategy at Manor

Our aim at Manor is to ensure that every student is equipped and able to achieve their potential. To do this we must raise the attainment of our Disadvantaged students and close the gap between them and their peers. To this end we have a twofold approach to the areas in which we designate our funding. Firstly to enhance pastoral support and our welfare team to allow the non-academic challenges, which particularly affect our Disadvantaged students, to be off-set. This in particular is in relation to attendance, mental health and behaviour. Secondly we look to provide specific attainment and learning measures to combat and support previous low attainment and SEN issues. It should be noted that these challenges, though often especially significant for the Disadvantaged cohort, are not confined to this group and the Academy allocates considerable non-PP funding to provide academic and pastoral support to all who need it.

Pupil Premium Spending 2015/2016

Intervention	Details of Intervention	Cost
Educational Welfare Officer	All students have access to our EWO but she specialises in working with our most vulnerable students who are regularly our PP children. Our EWO works closely with Parents to help them, help our students to engage in school life. This is essential for academic success. Our EWO also offers a range of mentoring programmes for our most vulnerable students – this is regularly to do with poor mental health issues, something a lot of our Disadvantaged students struggle with.	£17 254
Behaviour and Inclusion Manager	All students come into the remit of the behaviour and Inclusion Manager but she specialises in working with some of our most vulnerable students. She works to produce a range of strategies to support the Disadvantaged students, tailored to their individual needs. These include in lesson support for challenging behaviours, 'safe-space' provision at lunch times and break times, 'Flawless Friday' reward scheme and mentoring.	£12 982
Attendance Monitoring	As part of our attendance officer's role she compiles and tracks the data for our Disadvantaged students. She looks for patterns and engages with parents to boost attendance. When a student's attendance drops below 95% she coordinates an approach alongside the AP: Welfare and Heads of Year.	£2755
Head of Year support	Tracking, coordinating and monitoring support for our Disadvantaged students is a key part of the	£5278

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	Head of Year role. They will regularly mentor students and following up with any Disadvantaged student attendance concerns is a key part of their role.	
Assistant Principal: Intervention and Pupil Premium	We have an Assistant Principal who oversees and coordinates the strategies for the Disadvantaged students, especially the academic mentoring programme. The AP liaises with all aspects of the Academy, from the office staff who are often the front line with parents and students to the very specialised interventions offered by the behaviour and Inclusion team	£9404
1:1 Mentoring	All Year 11 Disadvantaged students are assigned a 1:1 academic mentor. The mentor meets with the student on a weekly/fortnightly basis to monitor, support, encourage and guide students with their studies. Mentors engage with parents as well as students and often liaise with staff on behalf of their mentee. The mentor programme is seen by all students as a positive form of support both academically and often emotionally.	£7200
Careers Guidance	Good independent careers guidance is essential to ensure the Disadvantaged students are well informed about their next steps and careers choices. Each Disadvantaged student is given a minimum of 1 individual 30 minute careers interview with a follow up report. Most Disadvantaged students take the opportunity to have multiple appointments including additional support to complete application forms and interview preparation.	£2100
Homework Support	Run every day in the LRC after school to add drop in support and targeted support for the key students.	£2966
'Breakfast' Club	Run every break time for our most vulnerable students to meet with staff and each other. This nurture group is there to encourage social interaction and build self-esteem whilst ensuring students have breakfast and are ready to learn.	£2122
Managing Emotions course for Year 7	The managing Emotions course is run by the behaviour and inclusion team. It aims to equip the Year 7 students to adjust to secondary school life and ultimately aid learning by ensuring the Disadvantaged students avoid situations that could possibly lead to exclusion.	£550
Additional KS4 English and Maths groups	The continued addition of extra Maths and English sets in core curriculum time and Additional Maths and English tuition from the GCSE option time allows for smaller more individualised teaching within these essential core subjects. This directly supports the learning of our most Disadvantaged students.	£52000
Revision materials bought for certain subjects	Revision guides are bought specifically for our Disadvantaged students in science.	£280
iPads + Apps	Students who claim FSM or are in the CLA group of Disadvantaged students have the option to buy	£1320

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	into the schools iPad scheme at a subsidised rate. This allows the students to access a whole range of learning resources both inside and outside of school – directly supporting their academic progress.	
Total		£116 211

In a number of cases, the additional staffing required to meet the specific needs of our Disadvantaged cohort has amounted to less than a full time post and the academy has chosen to 'top-up' the Disadvantaged contribution with whole School funds to a full-time post. This means that, while the holder remains primarily engaged with Disadvantaged students his/her support is also available to others. Furthermore, where the Disadvantaged student funding is insufficient to meet Disadvantaged student resource needs, whole school funding has been made available, until such time as Disadvantaged student funding becomes available.

Impacts

A*-C Including English and Maths

Percentage of Students	2013	2014	2015	2016
Disadvantaged Students	40	56.3	63	31.3
Non Disadvantaged Students	70	82	80	77.5
Gap	-30	-25.7 ↓	-17 ↓	-46.2 ↑

3 or more levels of Progress in English

Percentage of Students	2013	2014	2015	2016
Disadvantaged Students	53	71	88	55.2
Non Disadvantaged Students	78	89	85	78.2
Gap	-25	-18 ↓	3 ↓	-23 ↑

3 or more levels of Progress in Maths

Percentage of Students	2013	2014	2015	2016
Disadvantaged Students	47	67	81	50
Non Disadvantaged Students	77	80	78	81.2
Gap	-30	-13 ↓	3 ↓	-31.2 ↑

* Arrows indicate either an increase or a decrease in the gap between Disadvantaged and Non-disadvantaged students at Manor.

As previously stated the Aim of the Disadvantaged student funding is to 'narrow the gap' in terms of academic achievement for students who for one reason or another are disadvantaged. At Manor the trend over the last few years is that this gap has been narrowing significantly year on year with

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in 2015 the percentage of Disadvantaged students achieving 3 or more levels of progress in English and Maths was higher than non-Disadvantaged students. In 2016 the gap has increased. Although the interventions put in place did have a huge impact on the students the nature of the cohort and the proportion of complex needs within it have led to a widening.

Attendance

Average student attendance (%)	2014	2015	2016
Disadvantaged Students	94.95	94.40	93.32
Non Disadvantaged Students	93.89	94.02	92.96
Gap	1.06	0.38 ↓	0.36 ↓

* Arrows indicate either an increase or a decrease in the gap between Disadvantaged and Non-disadvantaged students at Manor.

Whist above is listed the 'hard' data there are softer impacts from the Disadvantaged student strategies. They include enhanced communication between staff and parents due to more specialised staff roles, a reduction in incidents and exclusions for our Disadvantaged students due to the availability of nurture groups and clubs and a strong support structure for all students as a result of the specialised staff being employed on a fulltime basis.

Projected Spending 2016/2017

As we move in to the new academic year Manors aim has not changed. We still aim to ensure that every student is equipped and able to achieve their potential. This means we will continue to offer a full range of interventions suited to the individual needs of our students. As of December 2016 our forecast funding for this academic year stands at £102 850 for our 137 Disadvantaged students. The forecast for that spending is listed below.

Intervention	Cost
Staffing Educational Welfare Officer Behaviour and Inclusion Manager Heads of Year	£35 550
Curriculum Support Additional KS4 English and Maths groups	£60 000
1:1 Homework Support 1:1 Mentoring Careers Guidance	£7250
Attendance an Monitoring Assistant Principal: Intervention and Pupil Premium Attendance Monitoring Development of tracking systems for monitoring and tracking student progress	£12 650
Pastoral Support Breakfast' Club Managing Emotions course for Year 7	£2760
Resources Revision materials bought for certain subjects iPads + Apps	£1500

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CPD Pupil Premium Interventions course Whole School training on successful strategies within the classroom Embedding strategies within departments	£1500
Total	£121 210